

Using the Widely Held Expectations

They Should Be Used To ...

- Promote development of the whole child, including physical, emotional-social, language, cognitive development, and learning characteristics
- Provide a common set of expectations for preschool children's development and, at the same time, validate the individual differences that should be expected in children
- Promote shared responsibility for children's early care and education
- Emphasize the importance of play as an instructional strategy that promotes learning in early childhood programs
- Support safe, clean, caring, and effective learning environments for young children
- Support appropriate teaching practices and provide a guide for gauging children's progress
- Encourage and value family and community involvement in promoting children's success
- Reflect and value the diversity that exists among children and families served in early care and education programs across the state

They Should NOT Be Used To ...

- Stand in isolation from what we know and believe about children's development and about quality early education programs
- Serve as an assessment checklist or evaluation tool to make high-stakes decisions about children's program placement or entry into kindergarten
- Limit a child's experiences in preschool or exclude children for any reason
- Set up conflicting expectations and requirements for programs
- Single out or blame anyone – children, educators, parents, or programs – for what may or may not have occurred during a child's preschool years
- Decide that any child has "failed" in any way
- Emphasize child outcomes over program requirements